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ABSTRACT

This study presents an analysis of the responses of University of California, Irvine freshmen to the 1973 Student Information Form, a questionnaire developed by the American Council on Education. Part 1 compares UC Irvine freshmen with freshmen attending other universities. Part 2 analyses responses by school or program of enrollment. Data collected concerned patterns of achievement, biographic data, political orientation, social issues, educational issues, expectations of university experiences, postgraduate plans, and goals for life. (HJM)

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University of California, Irvine

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ATTRIBUTES, ATTITUDES, AND ASPIRATIONS

A Statistical Profile of the Current Freshman Class at UC Irvine

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June, 1974

FOREWORD

This report is one in a series of studies undertaken this year by the Office of Studies and Research concerning the characteristics, attitudes and life experiences of our students. The researchers who conducted this study present an analysis here of the responses of UC Irvine freshmen to the 1973 Student Information Form, a questionnaire developed by the American Council on Education. The findings reported are a result of Irvine's participation in a continuing national study of higher education sponsored by ACE's Cooperative Institutional Research Program.

Prior to the fall quarter, the Office of Studies and Research will release a number of reports of broad interest to the campus. These reports will disucss topics such as attrition, changes in the attitudes of Irvine students, predictors of success in Chemistry 1A, and the sources of information for college advisers in Orange County about UCI. It is hoped these studies will be of value to many segments of the campus community in planning and developing programs for students at UCI.

Melvin H. Bernstein
Director
Office of Studies and Research
Student Affairs

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INTRODUCTION

Each fall a throng of young men and women descends upon the University of California campus at Irvine. As they scurry among the high-rise classroom buildings, the students seem much like their predecessors: their earnest expressions reflecting the importance of their endeavor, and their casual attire the proximity of warm beaches. But beneath the similarity of these appearances, what are this year's Irvine freshmen really like?

It is for educational planners among the faculty and administration that this paper has been written. Based on responses from three-quarters of the current freshman class at UC Irvine to the American Council on Education's Student Information Form,[1] this report is presented in two parts. The first compares Irvines's freshmen with a norm group of students who entered thirty-five public and private universities across the country in Fall, 1973. The second is a comparison of the freshmen who enrolled in the various schools and programs at UCI last fall. In all, the goal of this discussion is to further understanding of those students who have chosen UC Irvine as the locus of their undergraduate education.

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1. The 1973 Student Information Form appears in Appendix A.

PART ONE

COMPARISON OF UC IRVINE FRESHMEN WITH THOSE ATTENDING OTHER UNIVERSITIES

Background

Why Irvine? The freshmen were asked to indicate on the Student Information Form the importance of a number of factors in their decision to attend this particular campus. The reason cited most frequently as "very important" was Irvine's good academic reputation. This is consistent with a finding of a recent study of upper-division students' perceptions of the campus environment.[2] While it is significant that 57% of the freshmen at Irvine were impressed by the strength of its academic reputation, this level of enthusiam about their universities is typical of the students in the norm group.[3] In a similar vein, one-quarter of the students who matriculated at Irvine reported that their decisions were influenced by the presence of special educational programs, presumably related to their intended majors. Together, these findings reveal that, in selecting Irvine, freshmen have placed the highest priority on the academic aspects of their university experiences.

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2. Melvin H. Bernstein, "Student Perceptions of the Campus Atmosphere at UC Irvine," p. 8.

3. The norm group consists of newly enrolled freshmen at the public and private universities listed in Appendix B.

An intriguing finding was that one-fifth of the freshmen at UCI—more than three times the average within the norm group—considered the opportunity to live at home while attending college an important reason for their choice. A plausible explanation for this phenomenon would be the comparatively low living expenses associated with residing at home. However, this position is less than satisfactory since the median parental income of Irvine students is significantly higher than that of students in the norm group. The key to this puzzling situation in which so many Irvine freshmen are going to college while living at home is apparently the presence of a first-rate university campus in a large suburban area: the homes of 70% of Irvine's freshmen lie within fifty miles of the campus. So it seems that UCI attracts many students by offering a high-quality education in a convenient location.

Other factors were less frequently identified as important by the freshmen who selected UCI. About 15% mentioned that they had been offered financial assistance, and slightly fewer suggested the relatively low cost of fees (compared with those of private institutions). Finally, less than one freshman in ten indicated that the choice of UC Irvine had been significantly influenced by the advice of older Irvine students, parents, guidance counselors, or teachers.

Pattern of Achievement. The assertion that the members of the freshman class at Irvine are academically talented because half of them had "A" or "A-" averages in high school is accurate, but it falls short of a complete picture. There is, in fact, an entire constellation of interrelated factors, from parents' education to personal expectations, that points

toward success for these students as undergraduates.

Academic achievement is usually nurtured in the home. Accordingly, it is pertinent that the fathers of almost 60% of Irvine's freshmen have college degrees, 25% more than in the norm group. Similarly, college degrees are held by one-third of these students' mothers; and, in 40% of these families, there is already one child attending college. Futhermore, since income is generally correlated with education, it should not be surprising to find that half of the freshmen at Irvine come from families whose annual income exceeds $20,000.

By the time they arrive at the Irvine campus, most freshmen have established the pattern of academic success. Half have earned mostly "A's" in high school; the same is true for only 30% of the freshmen in the norm group. Perhaps equally important, the students who enroll at UCI have learned to expect success. On all five measures of anticipated academic achievement (graduation with honors, election to an honor society, maintaining at least a "B" average, enrollment in honors courses, and completion of a baccalaureate degree), greater numbers of freshmen at Irvine than in the norm group rated their chances as "very good." The intellectual skills they have developed, the support they receive from their families, and their own expectations of success—all these lead students to seek and meet the challenge of education at Irvine.

Liberal Orientation. Since the residents of Orange County are widely known for their conservative views, it might be expected that Irvine freshmen, drawn largely from this region, would have comparable attitudes. This is not the case. While they should not be characterized as radical,

more freshmen at UCI than in the norm group espoused liberal positions on political, social, and educational issues.

The great majority of university students consider themselves politically "liberal" or "middle-of-the-road." A slightly larger number of freshmen at Irvine placed themselves in the "liberal" category than did their peers in the norm group. Irvine freshmen also favored increased

Political Orientation	Freshmen at UCI	Freshmen in Norm
Far left	2.1%	2.0%
Liberal	43.4%	35.8%
Middle-of-the-road	40.4%	48.1%
Conservative	13.5%	13.6%
Far right	0.6%	0.4%

activity by the federal government to control environmental pollution (94%), to protect the consumer from faulty goods and services (79%), and to promote school desegregation (51%).

In respect to a variety of social and educational issues, liberal positions were supported by freshmen at UCI more often than by students in the norm group. Although the attitudes of freshmen at Irvine were generally similar to those of the norm group on individual issues, there is a distinct pattern of moderate liberalism among the freshman class at Irvine. For example, more than three-quarters of Irvine's freshmen endorsed equal employment opportunities for women and greater governmental responsibility for environmental and consumer protection. However, they soundly rejected the notion of equal pay for workers regardless of ability or quality of work.

Social Issues	Position Supported	UCI Freshmen
Women should receive the same salary and opportunities for advancement as men in comparable positions.	agree	95%
The federal government is not doing enough to control environmental pollution.	agree	94%
The activities of married women are best confined to the home and family.	disagree	80%
The federal government is not doing enough to protect the consumer from faulty goods and services.	agree	79%
As long as they work hard, people should be paid equally regardless of ability or quality of work.	disagree	78%

There was remarkable consensus among Irvine freshmen regarding seven educational issues. In particular, the freshmen advocated freedom of expression within the university community.

Educational Issues	Position Supported	UCI Freshmen
College officials have the right to regulate student behavior off campus.	disagree	92%
College officials have the right to ban persons with extreme views from speaking on campus.	disagree	82%
Student publications should be cleared by college officials.	disagree	82%
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges.	disagree	80%
Faculty promotions should be based in part on student evaluations.	agree	80%

Educational Issues	Position Supported	UCI Freshmen
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students.	agree	79%
Most college officials have been too lax in dealing with student protests on campus.	disagree	76%

It is interesting that, across the range of social and educational issues, women in the freshman class at Irvine consistently expressed more liberal views than the men. In political orientation, moreover, they were clearly to the left of both freshmen males at UCI and the men and women in the norm group.

Expectations of University Experiences

Academic Objectives. Although the level of enrollment in academic programs is influenced by university policy and availability of resources, enrollment trends often reflect changing academic and career interests among students. Over the past four years, while the number of freshmen admitted to UC Irvine has increased by one-third, the distribution of students among its constituent schools has changed dramatically. In Fall 1970, 25% of the freshmen were enrolled in the School of Biological Sciences, 22% in the School of Social Sciences, 21% in the School of Humanities, and 16% in the School of Physical Sciences. By Fall 1973, enrollment had shifted to the point that Biological Sciences included 43%

of the entering freshmen, while Social Sciences, Humanities, and Physical Sciences each accounted for approximately 13% of the freshman class.[4] The magnitude of this development is underscored by the fact that, within the national norm group, only one freshman in ten expected to study one of the biological sciences.

The presence of a large number of high-achieving freshmen with interest in the biological sciences has predictable results: nearly one-third of the freshmen at Irvine expect to earn professional degrees in the health sciences. This is more than double the rate for the students in the norm group. Similarly, one-quarter of Irvine's freshmen, compared with 15% of the norm group, indicated that they plan to earn doctorates in academic disciplines. Since an additional 23% anticipated master's degrees and 6% law degrees, there remains only one freshman in six at UCI who has not expressed the intention of seeking graduate education.

In planning their educations, the men and women in the freshman class at Irvine have followed traditional patterns. Registration statistics for Fall 1973 indicate that 92% of the freshmen enrolled in the School of Engineering and 75% of those in the School of Physical Sciences are men, while 79% of the freshmen in the School of Fine Arts and 66% of those in the School of Humanities are women. Only in the biological sciences and the social sciences have individuals of each sex enrolled in numbers generally proportionate to their presence in the entire freshman class. Although the men and women in the freshman class are evenly matched in

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4. The enrollment data presented in this report were provided through the courtesy of UCI Registrar John Brown.

respect to academic performance in high school, parental education, and importance placed on Irvine's academic reputation, the men have much higher educational aspirations: 65% of the men expect to complete degrees at the doctoral level, contrasted with 45% of the women. Thus, despite the finding that 99% of the freshmen women at Irvine favored job equality, it seems that many of them will not seek the highest level of academic or professional training.

Residences and Relationships. The residence patterns of freshmen at Irvine are much different than those of students in the norm group. While living with other students in a dormitory during the first year is a memorable part of most university students' experience, Irvine freshmen are more likely to live at home or in an apartment away from the campus.

Residence	Freshmen at UCI	Freshmen in Norm
With parents or relatives	49%	17%
Other private home, apartment, or room	20%	2%
College dormitory	30%	78%
Other residence	1%	3%

Two factors seem to influence this situation: the closeness of the students' homes to the Irvine campus and the fact that the campus residence hall has accommodations available for about half of those freshmen who request on-campus housing each year.

Generally, more women than men in the freshman class at Irvine expected to establish or maintain a close relationship with a member of the opposite sex. At the time of enrollment, a third of these women were dating one person exclusively, and almost 10% thought that there was a

very good chance that they would marry before graduation. On the other hand, fewer men than women had dated during recent months or intended to live in a residence hall, a setting in which acquaintances often begin.

Postgraduate Plans

Career Objectives. In thinking about their careers, more Irvine freshmen are concerned with intellectual and altruistic challenges than with opportunities for high salary, prestige, or rapid advancement. The fact that these values were mirrored in the norm group suggests that the idealism evinced by college students in the last decade has not altogether disappeared. Their own intrinsic interest in the profession was identified by three-quarters of the freshmen at UCI as "very important" in their selection of an occupation. Four other criteria for career choices were mentioned by more than half of the freshmen: being helpful to others, working with people, making an important contribution to society, and working with ideas. In contrast, 37% of the freshmen considered large earnings important, and only one-quarter expressed a strong desire for a prestigious occupation or rapid career advancement.

The career aspirations of Irvine freshmen seem to reflect their expressed involvement with both ideas and people. Almost 30%—three times the number in the norm group—want to be physicians or dentists. Nearly 10% plan to seek other professional positions in the health sciences, and an additional 10% wish to conduct scientific research. The fields of business, education, and engineering, however, seem less

attractive to Irvine freshmen than to students in the norm group.

There are a number of differences between the career expectations of the men and women in Irvine's freshman class. The preference for work which would provide an opportunity for intellectual activity and service (noted above) was more pronounced among women than men, and significantly fewer women subscribed to the belief that the chief benefit of a college education is increased earning power. Men tended to choose the fields of medicine and scientific research, while greater numbers of women were inclined toward education and those health careers which do not require a medical degree. Finally, despite these differences, nearly equal numbers

Probable Occupation	UCI Freshmen Men	UCI Freshmen Women
Artist or performer	2%	6%
Doctor (M.D. or D.D.S.)	39%	19%
Educator or teacher	3%	14%
Engineer	8%	1%
Health professional (nurse, pharmacist, physical therapist)	5%	17%
Lawyer	7%	6%
Research scientist	12%	7%
Social or welfare worker	1%	4%
Other occupations	14%	13%
Undecided	9%	13%

of men and women thought that they would have a "very good chance" of finding a job in the field for which they had trained.

Goals for Life. Beyond immediate educational objectives and longer-range career plans, all freshmen have personal goals by which they may judge the meaning of their lives. These life goals can be conveniently placed into

two categories: personal fulfillment and social commitment. Although every individual has both types of goals, the freshmen who entered UC Irvine and universities across the country last fall assigned greater importance to realizing their own potential than to serving their society.

Personal Fulfillment Goals	UCI Freshmen
Developing a meaningful philosophy of life	78%
Becoming an authority in my field	61%
Being financially well off	52%
Rearing a family	46%
Being successful in a business of my own	43%
Becoming accomplished in one of the performing arts or creating artistic work	24%

Social Commitment Goals	UCI Freshmen
Helping others who are in difficulty	63%
Keeping up to date with political affairs	50%
Becoming involved in programs to clean up the environment	39%
Participating in a community action program	33%
Influencing social values	28%
Influencing the political structure	17%

PART TWO

ANALYSES OF RESPONSES BY SCHOOL OR PROGRAM OF ENROLLMENT

The first part of this report compared the responses of UC Irvine freshmen to the 1973 Student Information Form with the responses of a national norm group of freshmen. In the second part of the report, the UCI data have been analyzed by subgroups.

The subgroups were formed by asking respondents to indicate the school or program in which they were enrolled. Accordingly, the responses of students in each of the six undergraduate schools and the Program in Social Ecology could be evaluated in terms of the total UCI response. Only those subgroup responses that differed by ten or more percentage points from the total UCI response have been reported. The standard of a ten percent difference was adopted as an indication of practical, rather than statistical, significance.

The findings presented are based on percentage tables provided by the computerized scoring facility of the American Council on Education. These tables reported subgroup and total UCI data for each item within the questionnaire. It should be noted that, in this system, the responses of students in each subgroup are included in the total UCI response. Because the number of respondents from each subgroup constituted a small fraction of the total for the campus, this treatment of the data was considered

appropriate. However, for the School of Biological Sciences, whose respondents represented nearly 46% of the total, separate computations were performed on the data so that responses could be compared with the total UCI data excluding those from Biological Sciences.

School of Biological Sciences

The School of Biological Sciences subgroup was comprised of 578 respondents to the ACE 1973 Student Information Form, accounting for 45.9% of the total UCI freshmen sample. Because this subgroup represented such a large portion of the total, separate computations were performed on the data so that responses could be compared with the UCI data excluding those from Biological Sciences.

Background. While freshmen in the School of Biological Sciences generally cited the same reasons as their classmates for beginning their college studies at Irvine, one substantial difference was indicated. Sixty-eight percent of the Biological Sciences respondents noted Irvine's "good academic reputation" as an important factor in their decision, in contrast to only 47.9% of the non-Biological Sciences freshmen.

The political orientation of Biological Sciences students was more middle-of-the-road than that of other UCI freshmen.

	Biological Sciences	Non-Biological Sciences
Liberal	41.1%	45.7%
Middle-of-the-road	43.4%	38.2%
Conservative	14.2%	13.1%

Expectations of University Experiences. Biological Sciences freshmen have high academic expectations, with almost two-thirds planning to seek a professional degree in the health sciences. The following table

indicates the highest degree planned by the Biological Sciences respondents:

At UCI		Anywhere[5]	
59.6%	Bachelor's	7.3%	Bachelor's
23.7%	M.D., D.O., D.D.S., or D.V.M.	64.1%	M.D., D.O., D.D.S., D.V.M.
8.0%	Master's	10.7%	Master's
4.5%	Ph.D. or Ed.D.	16.9%	Ph.D. or Ed.D.

Perhaps related to their high aspirations is the unique finding that Biological Sciences freshmen expect to carry a lighter credit-hour load during the academic term. Only 38.9% planned to take 16 to 18 credit hours during the Fall Quarter, in contrast to 53.7% of the non-Biological Sciences respondents. Although these figures are students' estimates and do not reflect program changes, they do indicate that freshmen Biological Sciences students are aware of the rigorous course work that will be required of them. Their recognition of the importance of undergraduate grades in gaining admission to professional schools is suggested by their support of the traditional grading system: only 34.5% of Biological Sciences respondents favored abolition of grades, in contrast to 45.9% of the other UCI respondents. Freshmen in Biological Sciences had positive attitudes towards their undergraduate experiences, with 54.8% estimating that they would be satisfied with college in contrast to only 47.7% of non-Biological Sciences respondents.

A key feature in the academic profile of Biological Sciences freshmen is their expectation of high achievement. They appear to have made firm

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5. The category "Anywhere" refers to the respondent's intention to pursue the specified degree at any institution in the future: UCI is included in this category.

decisions concerning their education and careers: only 8.9% expect to change their major field of study, in contrast to 28.2% of the non-Biological Sciences respondents. Among Biological Sciences freshmen, only 12.1% estimated that a change of career plans was probable, in contrast to 28.8% of their classmates.

Postgraduate Plans. The major occupational choices among Biological Sciences respondents were the health sciences and research. The category "doctor," which included M.D. and D.D.S., drew a 59.8% response (two fifths of which were female) from Biological Sciences students, in contrast to only 3.0% of the respondents enrolled in other academic programs. Among Biological Sciences respondents 11.8% planned a career as a health professional (non-M.D.) and 11.0% planned to be research scientists, in contrast to 6.6% and 9.2% respectively for non-Biological Sciences freshmen. Most respondents enrolled in the School of Biological Sciences had positive expectations toward achievement of their occupational goals: 58.8% estimated that they would be successful in finding a job in their preferred field, in contrast to only 47.7% of their non-Biological Sciences classmates.

Biological Sciences respondents differed substantially from their classmates in several of the reasons identified as important for long-term career choices.

	Biological Sciences	Non-Biological Sciences
Can make an important contribution to society	63.7%	45.1%
Can work with ideas	46.4%	58.6%
Can be helpful to others	74.1%	54.3%

School of Engineering

The School of Engineering subgroup was comprised of 70 respondents (including those enrolled in the Department of Information and Computer Science) to the ACE 1973 Student Information Form, accounting for 5.6% of the total UCI freshmen sample.

Background. While freshmen in the School of Engineering responded similarly to the total UCI sample in regard to important reasons for beginning their college studies at Irvine, they differed substantially in two areas. Only 36.4% of the Engineering respondents noted "a very good academic reputation" as an important reason for selecting UCI, in contrast to 57.2% of the total UCI sample. An offer of financial assistance was indicated as an important factor in the choice of 24.2% of the Engineering freshmen, in contrast to 15.0% of the total UCI sample.

Engineering respondents indicated a political orientation which was similar to that of the total UCI sample.

	Engineering	UCI
Liberal	41.2%	43.5%
Middle-of-the-road	36.8%	40.4%
Conservative	14.7%	13.5%

Expectations of University Experiences. Engineering freshmen have high academic expectations, with approximately one-third of the sample planning to obtain a doctoral degree. Responses indicating the highest degree

expected are presented below:

At UCI		Anywhere	
60.3%	Bachelor's	30.0%	Bachelor's
35.3%	Master's	35.0%	Master's
2.9%	Ph.D. or Ed.D.	31.7%	Ph.D. or Ed.D.

Only 6.3% of the Engineering freshmen estimated that they would transfer to another college, while 16.8% of the total UCI sample considered such a move likely. However, only 32.8% of the Engineering respondents estimated that chances were "very good" that they would be satisfied with college, in contrast to 48.1% of the total UCI sample. Perhaps related to their low expectation of satisfaction is the response of 63.5% of the Engineering sample that the chief benefit of a college education is that it increases one's earning power, while only 47.6% of the total UCI sample viewed the chief benefit of college as monetary.

Postgraduate Plans. Over half (56.1%) of the freshmen respondents in the School of Engineering expected to become engineers. Another trend was evident as more than one-fifth (21.2%) of the Engineering sample planned careers as technologists. Some sex stereotyping emerged in the male-female analysis of career choices: of the males, 60.7% indicated "engineer" while only 18.0% checked "technologist"; the trend was predictably reversed for the females, who responded 0.0% "engineer" and 60.0% "technologist."

Engineering respondents differed substantially from the total UCI sample in their identification of important reasons for long-term career choices.

	Engineering	UCI
Rapid career advancement possible	37.7%	24.1%
High anticipated earnings	55.7%	37.1%
Great deal of independence	34.4%	49.2%
Can make an important contribution to society	32.8%	53.8%
Can be helpful to others	35.5%	60.9%
Able to work with people	34.4%	58.0%

The life goals of the Engineering freshmen were comparable to other Irvine freshmen, with two exceptions. In terms of personal fulfillment goals, 12.5% considered achievement in a performing art to be an essential objective, in contrast to 23.7% of the total UCI sample. Similarly, 36.5% of the Engineering freshmen felt that raising a family was very important, in contrast to 45.7% of the total UCI freshmen sample.

Engineering students expressed a more conservative approach than did other Irvine freshmen in regard to social commitment goals.

	Engineering	UCI
Helping others who are in difficulty	46.0%	62.8%
Becoming involved in programs to clean up the environment	29.7%	34.8%
Realistically, an individual can do little to bring about changes in our society.	62.3%	44.9%

School of Fine Arts

The School of Fine Arts subgroup was comprised of 84 respondents to the ACE 1973 Student Information Form, accounting for 6.7% of the total UCI freshmen sample.

Background. Fine Arts respondents were generally in accord with the total UCI sample in respect to reasons which were noted as "very important" in their selection of Irvine. However, Fine Arts students placed greater emphasis on special educational programs offered at this campus: 34.6% indicated these programs were an important reason for attending, while only 24.6% of all Irvine freshmen agreed.

More than half of the Fine Arts respondents described themselves as politically liberal.

	Fine Arts	UCI
Liberal	56.4%	43.5%
Middle-of-the-road	29.5%	40.4%
Conservative	7.7%	13.5%

The same liberal orientation is evident in their responses to opinion statements. The following table indicates the percentage of respondents in Fine Arts and across the freshman class that agreed with statements of social and educational issues.

	Fine Arts	UCI
There is too much concern in the courts for the rights of criminals.	19.5%	42.5%
The activities of married women are best confined to the home and family.	9.1%	19.6%
Marijuana should be legalized.	70.9%	58.1%
Most college officials have been too lax in dealing with student protests on campus.	14.5%	24.4%

Expectations of University Experiences. A majority of Fine Arts respondents expect to pursue graduate studies. Responses indicating the highest degree they plan to earn are presented below:

At UCI		Anywhere	
63.3%	Bachelor's	24.6%	Bachelor's
24.1%	Master's	43.5%	Master's
1.3%	Ph.D. or Ed.D.	23.2%	Ph.D. or Ed.D.

While Fine Arts respondents reported the high academic aspirations demonstrated by most Irvine freshmen, they indicated broader interests as well. Among Fine Arts freshmen, 46.8% expected to live in a coeducational dorm, in contrast to 32.2% of the total Irvine sample. More than half (52.6%) plan to work at an outside job, while only 42.0% of the total UCI freshmen respondents share a similar expectation.

Postgraduate Plans. A unique feature of the Fine Arts freshmen was that 58.1% indicated that their probable future occupation would be as an artist (including performing arts). While such a trend is to be expected, it is in sharp contrast to the career choices of other Irvine freshmen.

Only 6.8% of the Fine Arts respondents were undecided about their future careers, in contrast to the overall UCI response of 11.2%.

Fine Arts freshmen differed from the total UCI sample in the reasons they indicated as "very important" in their long-term choice of career occupation.

	Fine Arts	UCI
Can make an important contribution to society	42.5%	53.8%
Can work with ideas	76.7%	51.9%
Can be helpful to others	49.3%	60.9%
Intrinsic interest in the field	84.7%	74.7%

The life goals of the Fine Arts freshmen differed from those of their classmates in several areas, as shown by the extent to which they considered the following objectives to be "essential" or "very important":

	Fine Arts	UCI
Becoming accomplished in one of the performing arts (acting, dancing, etc.) or creating artistic work	93.8%	23.7%
Being financially well-off	41.2%	51.9%
Helping others who are in difficulty	53.2%	62.8%

School of Humanities

The School of Humanities subgroup was comprised of 139 respondents (including those enrolled in the Program in Comparative Culture) to the ACE 1973 Student Information Form, accounting for 11.0% of the total UCI freshmen sample.

Background. The reasons reported by freshmen in Humanities for choosing to attend UCI were similar to those of other Irvine freshmen. Humanities respondents described themselves as somewhat less liberal than their classmates.

	Humanities	UCI
Liberal	38.5%	43.5%
Middle-of-the-road	44.6%	40.4%
Conservative	13.1%	13.5%

Expectations of University Experiences. Humanities freshmen reported high academic expectations. The following table indicates the highest degree they planned to seek.

At UCI		Anywhere	
63.6%	Bachelor's	18.8%	Bachelor's
23.3%	Master's	37.6%	Master's
5.4%	Ph.D. or Ed.D	32.5%	Ph.D. or Ed.D.
		10.3%	LL.B. or J.D. (law)

In terms of expected achievement and success during their college years, the data showed no substantial difference between Humanities freshmen and

the total UCI sample. However, only 33.8% of the Humanities respondents agreed that "the chief benefit of a college education is that it increases one's earning power," while 47.6% of the total UCI sample agreed.

Postgraduate Plans. Future occupational plans were varied among Humanities respondents. "Undecided" was checked by 17.6%, and 13.7% indicated "lawyer." Almost a third of the respondents planned to be educators at one of four levels: 6.9% college, 9.9% secondary, 7.6% elementary, and 5.3% specialist.

Reasons indicated as "very important" for long-term choice of careers among the Humanities group were substantially different from those of the total UCI sample in several areas.

	Humanities	UCI
Job openings generally available	28.9%	43.2%
High anticipated earnings	27.3%	37.1%
Can work with ideas	64.4%	51.9%

The life goals of the Humanities respondents differed from those of the total UCI sample, as shown in the following table of objectives considered to be "essential" or "very important."

	Humanities	UCI
Becoming accomplished in one of the performing arts (acting, dancing, etc.) or creating artistic work	38.8%	23.7%
Being financially well-off	42.2%	51.9%
Being successful in a business of my own	27.8%	43.0%
Developing a meaningful philosophy of life	86.8%	78.4%

School of Physical Sciences

The School of Physical Sciences subgroup was comprised of 131 respondents to the ACE 1973 Student Information Form, accounting for 10.4% of the total UCI freshmen sample.

Background. Physical Sciences freshmen responded similarly to the total UCI sample in regard to reasons they considered "very important" in their selection of UC Irvine. However, they placed greater emphasis on UCI's proximity to their homes: 33.1% noted that they wanted to live at home, while only 19.9% of the total Irvine sample reported that living with their parents was an important factor in their decision to attend UCI. Physical Sciences respondents were less influenced by special educational programs offered on campus: only 11.4% indicated that this was an important reason for selecting UCI, in contrast to 24.6% of the total sample.

Physical Sciences respondents reported a somewhat more conservative political orientation than did their classmates in the total campus sample.

	Physical Sciences	UCI
Liberal	38.4%	43.5%
Middle-of-the-road	39.2%	40.4%
Conservative	22.4%	13.5%

Further indication of this orientation is found as 54.0% supported the statement that "there is too much concern in the courts for the rights of criminals," compared with 42.5% of the total UCI sample. Among Physical Sciences freshmen, 58.2% agreed that the major benefit of college is

monetary, in contrast to only 47.6% of all UCI freshmen respondents.

Expectations of University Experiences. Freshmen enrolled in the School of Physical Sciences have high academic expectations, with a majority planning to continue their studies to the doctoral level. Responses indicating the highest degree they plan to earn are presented below:

At UCI		Anywhere	
61.5%	Bachelor's	9.6%	Bachelor's
14.8%	Master's	31.3%	Master's
13.9%	Ph.D. or Ed.D.	42.6%	Ph.D. or Ed.D.
3.3%	M.D., D.O., D.D.S., or D.V.M.	9.6%	M.D., D.O., D.D.S., or D.V.M.

Almost three-quarters (73.3%) of the Physical Sciences respondents planned to live with parents or relatives, and 10.7% planned to live in other private homes or apartments. Of the total UCI freshmen sample, 49.0% live with parents and 20.4% in other homes or apartments. In essence, 84% of the freshmen enrolled in the School of Physical Sciences must commute to classes—a substantially larger percentage than in any of the other schools. Predictably, only 23.1% expected to live in a coeducational dorm, in contrast to 32.2% of the total UCI sample. It may be significant that the Physical Sciences respondents expected less satisfaction from their undergraduate experiences: only 37.2% estimated they would be satisfied with college, in contrast to 48.1% of the total Irvine campus sample.

Postgraduate Plans. Only one major trend was demonstrated in the choice of future occupations. Among Physical Sciences respondents, 41.1%

planned careers as research scientists; more than twice as many males as females responded in this category.

Physical Sciences respondents differed substantially from the total UCI sample in their identification of important reasons for long-term career choices.

	Physical Sciences	UCI
Job openings generally available	53.3%	43.2%
Can make an important contribution to society	33.1%	53.8%
Can be helpful to others	36.7%	60.9%
Able to work with people	41.2%	58.0%

In terms of life goals, 66.9% of the Physical Sciences sample considered it very important to be "financially well-off," in contrast to 51.9% of the total Irvine sample. Their social orientation was different from that of their classmates in several areas, as shown in the following table of objectives which were considered to be "essential" or "very important."

	Physical Sciences	UCI
Influencing social values	18.6%	27.6%
Helping others who are in difficulty	44.1%	62.8%
Becoming involved in programs to clean up the environment	27.4%	38.8%
Participating in a community action program	19.5%	32.8%

Program in Social Ecology

The Program in Social Ecology subgroup was comprised of 32 respondents to the ACE 1973 Student Information Form, accounting for 2.5% of the total UCI freshmen sample.

Background. The Social Ecology respondents showed greater diversity than any other subgroup in the factors they identified as important in their selection of UCI.

	Social Ecology	UCI
This college has a very good academic reputation.	38.7%	57.2%
Someone who had been here before advised me to come here.	31.3%	8.7%
This college offers special educational programs.	43.3%	24.6%
My guidance counselor advised me.	16.7%	5.0%

Freshmen entering the Program in Social Ecology rated themselves as more liberal in terms of their political orientation than did any other subgroup in the UCI sample.

	Social Ecology	UCI
Far left	6.9%	2.1%
Liberal	65.5%	43.5%
Middle-of-the-road	20.7%	40.4%
Conservative	6.9%	13.5%
Far right	0.0%	0.6%

This liberal orientation is also evident in their attitudes towards social concerns, as indicated by the percentage of Social Ecology respondents who agreed with the statements in the following table:

	Social Ecology	UCI
The Federal government is not doing enough to protect the consumer from faulty goods and services.	89.7%	79.3%
The Federal government is not doing enough to promote school desegregation.	69.0%	51.0%
Wealthy people should pay a larger share of taxes than they do now.	85.7%	70.0%
Marijuana should be legalized.	75.0%	58.1%
Realistically, an individual can do little to bring about change in our society.	25.0%	44.9%
The chief benefit of a college education is that it increases one's earning power.	18.5%	47.6%
College grades should be abolished.	51.9%	40.7%
College officials have the right to ban persons with extreme views from speaking on campus.	3.8%	17.9%
Most college officials have been too lax in dealing with student protests on campus.	12.0%	24.4%

Expectations of University Experiences. Most Social Ecology freshmen expect to earn a graduate degree, and many of them plan to study law. Responses indicating the highest degree they plan to earn are presented below:

At UCI	Anywhere
86.2% Bachelor's	12.0% Bachelor's
13.8% Master's	44.0% Master's
	16.0% Ph.D. or Ed.D.
	28.0% LL.B. or J.D.

Freshmen respondents in the Social Ecology Program expected to have a more active social experience than did their classmates. More than a third (34.6%) anticipated joining a social fraternity or sorority, while only 15.5% of the total UCI sample responded similarly. Living in a coeducational dorm was considered likely by 48.1% of the Social Ecology freshmen, in contrast to 32.2% of the total UCI sample. Nearly one-quarter (22.2%) indicated that they would probably seek individual counseling in contrast to only 10.2% of the total UCI freshmen sample.

Postgraduate Plans. Two career preferences were frequently mentioned by Social Ecology respondents. Social or welfare worker was chosen by 26.7% of the Social Ecology respondents. Slightly fewer students (23.3%) reported that they would probably become lawyers; among this group there were almost twice as many males as females. Among Social Ecology freshmen, 13.3% were undecided about their career choices—a slightly higher response rate than the 11.2% for the total UCI sample.

Social Ecology respondents differed substantially from the total UCI sample in the reasons they identified as important in long-term career choices.

	Social Ecology	UCI
High anticipated earnings	17.9%	37.1%
Well-respected or prestigious occupation	13.3%	26.6%
Great deal of independence	36.7%	49.2%
Can make an important contribution to society	69.0%	53.8%
Can be helpful to others	89.7%	60.9%
Able to work with people	82.8%	58.0%

In the area of life goals, Social Ecology respondents again showed greater diversity than their classmates. The following table demonstrates the appreciably different responses of Social Ecology freshmen in terms of objectives considered "essential" or "very important."

	Social Ecology	UCI
Influencing the political structure	48.1%	16.7%
Influencing social values	66.7%	27.6%
Raising a family	59.3%	45.7%
Having administrative responsibility for the work of others	33.3%	20.3%
Being financially well-off	22.2%	51.9%
Helping others who are in difficulty	77.8%	62.8%
Being successful in a business of my own	25.9%	43.0%
Participating in a community action program	64.3%	32.8%

School of Social Sciences

The School of Social Sciences subgroup was comprised of 150 respondents to the ACE 1973 Student Information Form, accounting for 11.9% of the total UCI freshmen sample.

Background. The reasons reported by freshmen respondents in the School of Social Sciences as important in their selection of UCI were not appreciably different from the responses of the total UCI sample.

The political orientation reported by Social Sciences freshmen was also similar to that of their classmates:

	Social Sciences	UCI
Liberal	45.2%	43.5%
Middle-of-the-road	40.4%	40.4%
Conservative	11.0%	13.5%

Expectations of University Experiences. Most Social Sciences freshmen plan to earn graduate degrees. Responses indicating the highest degree expected are presented below:

At UCI		Anywhere	
72.1%	Bachelor's	14.4%	Bachelor's
13.6%	Master's	28.0%	Master's
9.3%	Ph.D. or Ed.D.	28.8%	Ph.D. or Ed.D.
		24.8%	LL.B. or J.D.

Postgraduate Plans. Over one-fourth of the Social Sciences respondents indicated that they wished to pursue a career in law. Of the 27.5% in this category, there were nearly three times as many males as females. The other major trend was toward health professions not requiring an M.D., which attracted 18.8% of the respondents (more than twice as many females as males).

The reasons that were considered "very important" for the long-term career choices of Social Sciences respondents were similar to the total UCI sample in all but one area. Maintaining a "great deal of independence" was indicated as an important factor by 59.7% of Social Sciences freshmen, in contrast to 49.2% of the total UCI sample.

Social Sciences freshmen appear to place greater emphasis on social commitment in their life goals than do their classmates. Influencing social values was considered an essential objective by 43.3% of Social Sciences respondents, while only 27.6% of the total UCI sample agreed. They also considered it important to influence the political structure: 29.6% responded positively, in contrast to only 16.7% of the total UCI freshmen sample. On the other hand, 56.2% of the Social Sciences respondents agreed that the wealthy should pay more taxes, in contrast to 70.0% of the total UCI sample which supported this position.

APPENDIX A. 1973 STUDENT INFORMATION FORM

1. Instructions for 1973 Student Information Form
2. 1973 Student Information Form

INSTRUCTIONS FOR 1973 STUDENT INFORMATION FORM

Please use a black, soft-lead pencil to fill in the circle which indicates your responses to each question.

1. Do not enter your name, address, or date of birth.

2. Locate the two columns marked "GRP" at the right side and top of the first page. Fill in the circle in the first column that indicates the school or program at Irvine in which you are enrolling. Please select only one of the following alternatives:

   (1) School of Biological Sciences

   (2) School of Engineering (including Department of Information and Computer Science)

   (3) School of Fine Arts

   (4) School of Humanities (including Program in Comparative Culture)

   (5) School of Physical Sciences

   (6) Program in Social Ecology

   (7) School of Socal Sciences

   (8) Undecided

   Do not fill in either the "(0)" or the "(9)".

3. Complete the remainder of the questionnaire.

Thank you for your help.

YOUR NAME (Please print) First Middle or Maiden Last

HOME STREET ADDRESS (print)

CITY (print) STATE Zip Code

1973 STUDENT INFORMATION FORM 532527

When were you born? Month (01-12) Day (01-31) Year

DO NOT MARK | MARK ONLY IF DIRECTED | GRP

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours,

Roger W. Heyns, President

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2½ or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE: Yes No

Will marks made with ball pen or fountain pen be properly read? ... ○ ●

1. Your sex:
Male ○
Female ○

2. Are you a U.S. citizen? (Mark one)
Yes, native born ○
Yes, naturalized ○
No ○

3. How old will you be on December 31 of this year? (Mark one)
16 or younger ○
17 ○
18 ○
19 ○
20 ○
21 ○
22 ○
23-25 ○
26-29 ○
30 or older ○

4. To how many colleges other than this one did you apply for admission this year? From how many did you receive acceptances for this year? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

5. How many miles is this college from your parents' home? (Mark one)
5 or less ○
6-10 ○
11-50 ○
51-100 ○
101-500 ○
More than 500 ○

6. What is the highest academic degree you intend to obtain? (Mark one in each column)

	Highest Planned at this College	Highest Planned at any Time
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M. Div. (Divinity)	○	○
Other	○	○

7. Are you enrolled (or enrolling) as a: (Mark one)
Full-time student? ○
Part-time student? ○

8. Prior to this term, have you ever taken courses for credit at this institution?
Yes ○ No ○

9. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
No	○	○
Yes, at a junior or community college	○	○
Yes, at a four-year college or university	○	○
Yes, at some other postsecondary school (f or ex., technical, vocational, business)	○	○

10. In what year did you graduate from high school? (Mark one)
1973 ○
1972 ○
1971 ○
1970 or earlier ○
Did not graduate but have passed General Educational Development test (G.E.D. High School Equivalency) ○
Never completed high school ○

11. What was your average grade in secondary school? (Mark one)
A or A+ ○ B+ ○ B- ○ C ○
A- ○ B ○ C+ ○ D ○

12. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
Someone who had been here before advised me to come here	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
I could not get a job	V	S	N

(Note: Please check that your pencil markings are completely darkening the circles. Please do not make ✓'s or X's.)

13. How many credit hours will you be taking during the fall term? (Mark one)

- More than 18 hrs
- 16-18 hrs
- 12-15 hrs
- 9-11 hrs
- 6-8 hrs
- Less than 6 hrs

14. Are you a veteran? (Mark one)

- No
- Yes, I served in Southeast Asia
- Yes, but I did not serve in Southeast Asia

15. Are you: (Mark all that apply)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Oriental
- Mexican-American/Chicano
- Puerto Rican-American
- Other

16. Current religious preference:

(Mark one in each column)	Yours	Father's	Mother's
Baptist			
Congregational (U.C.C.)			
Eastern Orthodox			
Episcopal			
Jewish			
Latter Day Saints (Mormon)			
Lutheran			
Methodist			
Muslim			
Presbyterian			
Quaker (Society of Friends)			
Roman Catholic			
Seventh Day Adventist			
Unitarian-Universalist			
Other Protestant			
Other Religion			
None			

17. Which applies to you? (Mark one)

- Presently married
- Presently engaged
- Have been seeing one person exclusively
- Have been dating, but no one steadily
- Have not been dating in recent months

18. How many children do you have now?

None 1 2 3 4 5 or more

19. What is the total number of children you expect to have?

None 1 2 3 4 5 or more

20. What is the highest level of formal education obtained by your parents and (if married) by your spouse?

(Mark one in each column)	Father	Mother	Spouse
Grammar school or less			
Some high school			
High school graduate			
Postsecondary school other than college			
Some college			
College degree			
Some graduate school			
Graduate degree			

21. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

- Less than $3,000
- $3,000-$3,999
- $4,000-$5,999
- $6,000-$7,999
- $8,000-$9,999
- $10,000-$12,499
- $12,500-$14,999
- $15,000-$19,999
- $20,000-$24,999
- $25,000-$29,999
- $30,000-$34,999
- $35,000-$39,999
- $40,000-$49,999
- $50,000 or more

22. How many brothers and/or sisters do you have under 21? 21 or older? in college? (Do not include yourself.)

(Mark one in each row)

	None	1	2	3	4 or more
Under 21					
21 or older					
In college					

23. Are your parents currently employed? Were they employed when you entered high school?

(Mark one in each column)	Currently Employed: Father	Currently Employed: Mother	Employed When You Entered High School: Father	Employed When You Entered High School: Mother
Yes, full-time				
Yes, part-time				
No				

24. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will have enough funds to complete college)

25. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)	None	$1-499	$500-999	$1,000-1,999	$2,000-4,000	Over $4,000
Part-time or summer work						
Full-time work						
Savings						
Spouse						
Parental, family aid, or gifts						
Federal benefits from parent's military service						
Parents' social security benefits						
G.I. benefits from your military service						
Scholarships and grants						
Federally insured loans, or college loans (For ex., NDEA)						
Other repayable loans						
Other						

26. Where do you plan to live during the fall term? (Mark one)

- With parents or relatives
- Other private home, apartment or room
- College dormitory
- Fraternity or sorority house
- Other campus student housing
- Other

27. Are you financially independent of your parents this year? Were you financially independent last year?

(Mark one for each year)

	Yes	No
This year		
Last year		

28. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (If married, include spouse's income.) (Mark one)

- None
- Less than $500
- $500-$999
- $1,000-$1,999
- $2,000-$2,999
- $3,000-$4,999
- $5,000-$9,999
- $10,000 or more

29. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

30. What is:

(Mark one in each column)

	Your probable future occupation?	Your father's current occupation?	Your mother's current occupation?	Your spouse's current occupation, if married?
Accountant or auditor	Y	E	M	S
Architect or urban planner	Y	E	M	S
Artist (painting, sculpture, etc.)	Y	E	M	S
Business: banker or financier	Y	E	M	S
Business: buyer or purchasing agent	Y	E	M	S
Business: manager or administrator	Y	E	M	S
Business: owner or proprietor	Y	E	M	S
Business: public relations or advertising	Y	E	M	S
Business: sales worker	Y	E	M	S
Carpenter	Y	E	M	S
Clergy or religious worker	Y	E	M	S
Clerical worker: secretary, stenographer, typist, or bookkeeper	Y	E	M	S
Clerical worker: other	Y	E	M	S
Commercial artist (incl. designer, decorator)	Y	E	M	S
Computer programmer or analyst	Y	E	M	O
Construction craftsman, n.e.c.*	Y	E	M	S
Counselor: guidance, family or school	Y	E	M	S
Dentist (incl. orthodontist)	Y	E	M	S
Draftsman	Y	E	M	S
Driver: truck, taxi or bus	Y	E	M	S
Electrician	Y	E	M	O
Engineer	Y	E	M	S
Factory worker, n.e.c.*	Y	E	M	O
Farm or ranch laborer	Y	E	M	S
Farm or ranch owner or manager	Y	E	M	S
Foreman, n.e.c.*	Y	E	M	S
Forester, conservationist, fish or wildlife specialist	Y	E	M	S
Government official, administrator or politician	Y	E	M	S
Home economist or dietitian	Y	E	M	S
Homemaker (full-time)	Y	E	M	S
Lawyer or judge	Y	E	M	S
Librarian or archivist	Y	E	M	S
Laborer (unskilled or semi-skilled)	Y	E	M	O
Law enforcement officer	Y	E	M	O
Mathematician, statistician or actuary	Y	E	M	S
Mechanic, machinist or repairman	Y	E	M	O
Military (career)	Y	E	M	S
Nurse	Y	E	M	S
Optometrist	Y	E	M	S
Performing artist, musician or entertainer	Y	E	M	S
Pharmacist or pharmacologist	Y	E	M	S
Physician or surgeon	Y	E	M	S
Plumber	Y	E	M	S
Psychologist (clinician or therapist only)	Y	E	M	S
Scientific researcher	Y	E	M	O
Service worker: private household (maid, cook, etc.)	Y	E	M	S
Service worker: protective (other than law enforcement)	Y	E	M	S
Service worker: other	Y	E	M	S
Skilled tradesman, n.e.c.*	Y	E	M	O
Social, welfare or recreation worker	Y	E	M	S
Teacher, professor or administrator: college, university	Y	E	M	S
Teacher or administrator: secondary	Y	E	M	S
Teacher or administrator: elementary	Y	E	M	S
Teacher or education specialist: other than above	Y	E	M	S
Technician or technologist (health)	Y	E	M	S
Technician or technologist (other)	Y	E	M	S
Therapist (physical, occupational, speech)	Y	E	M	S
Veterinarian	Y	E	M	S
Writer, journalist, interpreter	Y	E	M	S
Other occupation, n.e.c.*	Y	E	M	S
Unemployed	Y	E	M	S
Undecided	Y	E	M	S

NOTE: If your father or mother is deceased or retired, please indicate his or her last occupation.

*Not elsewhere classified

Continued in next column

*Not elsewhere classified

31. Which of the following are important to you in your long-term choice of career occupation?
(Mark one in each row)

	Very Important	Somewhat Important	Not Important
Job openings generally available	V	S	N
Rapid career advancement possible	V	S	N
High anticipated earnings	V	S	N
Well-respected or prestigious occupation	V	S	N
Great deal of independence	V	S	N
Chance for steady progress	V	S	N
Can make an important contribution to society	V	S	N
Can avoid pressure	V	S	N
Can work with ideas	V	S	N
Can be helpful to others	V	S	N
Able to work with people	V	S	N
Intrinsic interest in the field	V	S	N

32. Mark one in each row:

- **Agree Strongly**
- **Agree Somewhat**
- **Disagree Somewhat**
- **Disagree Strongly**

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The Federal government is not doing enough to control environmental pollution	O	O	O	O
The Federal government is not doing enough to protect the consumer from faulty goods and services	O	O	O	O
The Federal government is not doing enough to promote school desegregation	O	O	O	O
There is too much concern in the courts for the rights of criminals	O	O	O	O
As long as they work hard, people should be paid equally regardless of ability or quality of work	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
Wealthy people should pay a larger share of taxes than they do now	O	O	O	O
Marijuana should be legalized	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Women should receive the same salary and opportunities for advancement as men in comparable positions	O	O	O	O
Realistically, an individual can do little to bring about changes in our society	O	O	O	O
College officials have the right to regulate student behavior off campus	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
College grades should be abolished	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Student publications should be closed by college officials	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	O	O	O	O
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	O	O	O	O

33. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech and Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION
- Business Ed.
- Elementary Ed.
- Music or Art Ed.
- Physical Ed. or Recreation
- Secondary Ed.
- Special Ed.
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng.
- Civil Eng.
- Chemical Eng.
- Electrical or Electronic Eng.
- Industrial Eng.
- Mechanical Eng.
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (government, international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other field
- Undecided

34. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very important	Somewhat important	Not important
Becoming accomplished in one of the performing arts (acting, dancing, etc.) or creating artistic work	E	V	S	N
Becoming an authority in my field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being financially well off	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Keeping up to date with political affairs	E	V	S	N

35. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Fail one or more courses?	V	S	L	N
Graduate with honors?	V	S	L	N
Be elected to a student office?	V	S	L	N
Join a social fraternity, sorority, or club?	V	S	L	N
Live in a coeducational dorm?	V	S	L	N
Live in a commune while in college?	V	S	L	N
Be elected to an academic honor society?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Need extra time to complete your degree requirements?	V	S	L	N
Have to work at an outside job during college?	V	S	L	N
Seek vocational counseling?	V	S	L	N
Seek individual counseling on personal problems?	V	S	L	N
Enroll in honors courses?	V	S	L	N
Get a bachelor's degree (B.A., B.S., etc.)?	V	S	L	N
Drop out of this college temporarily (exclude transferring)?	V	S	L	N
Drop out permanently (exclude transferring)?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Enter active duty in the armed services before completing college?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Be more successful after graduation than most students attending this college?	V	S	L	N
Find a job after graduation in the field for which you were trained?	V	S	L	N
Get married while in college? (skip if married)	V	S	L	N
Get married within a year after college? (skip if married)	V	S	L	N

DIRECTIONS

The remaining circles are provided for items specifically designed by your college rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E
45. A B C D E

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APPENDIX B. METHODOLOGY

Development of Norms. The 1973 Student Information Form was administered to entering freshmen at 579 institutions of higher education, including two-year colleges, four-year colleges, and universities, throughout the United States. Of the 75 universities that participated in the study, only the 36 which recieved responses from more than three-quarters of their freshmen were selected by the staff of ACE's Cooperative Institutional Research Program for inclusion in its national norm group for public and private universities. The 36 universities, including UC Irvine, are listed below:

Baylor University—Main Campus
Boston University
Bowling Green State University
Brandeis University
Drake University
Emory University
Iowa State University of Science and Technology
Johns Hopkins University
Loyola University
Montana State University
Northeastern University
Northwestern University
Oklahoma State University—Main Campus
Princeton University
Rice University
Saint Johns University
Texas Christian University
University of Alabama—Huntsville
University of California—Irvine
University of Delaware
University of Georgia
University of Illinois—Main Campus
University of Massachusetts—Amherst
University of Miami (Florida)
University of Miami (Ohio)
University of Missouri—Kansas City
University of North Carolina—Chapel Hill
University of North Dakota—Main Campus
University of Notre Dame
University of Rochester
Univesity of South Carolina—Main Campus
University of Tennessee—Knoxville
University of Virginia—Charlottesville
University of Wisconsin—Milwaukee
Villanova University
Virginia Polytechnic Institute

In calculating the national norms for universities, the CIRP staff "weighted" the data from each of these 36 universities to reflect the total number of freshmen at comparable institutions across the country.

Accordingly, the norms reported in this paper are assumed to be indicative of all freshmen who enrolled at American universities for the first time in the fall of 1973.

Procedures for Administration. During UC Irvine's Orientation Week (September 24-28, 1973), the Student Information Form was administered by the Office of Studies and Research-Student Affairs at two sites: the New Student Orientation Meeting in Crawford Hall (where 1,001 freshmen completed the questionnaire) and at the registration material distribution tables in Gateway Plaza (where an additional 291 freshmen responded). Thirty-three of the 1,292 completed questionnaires were rejected in the computerized scoring process, leaving valid responses from 1,259 students—72.8% of the freshmen who matriculated at UC Irvine last fall.

Description of Sample. The Irvine freshmen who completed the Student Information Form were asked to indicate the school or program in which they were enrolling. Generally, the number of respondents from each school or program is proportionate to its total enrollment of freshmen.

School or Program	Portion of Respondents[1]	Portion of Freshmen
Biological Sciences	48.8%	44.0%
Engineering (including Information and Computer Science)	5.9%	4.2%
Fine Arts	7.1%	8.0%
Humanities (including Comparative Culture)	11.7%	14.8%
Physical Sciences	11.1%	11.8%
Social Ecology	2.7%	2.7%
Social Sciences	12.7%	14.5%

1. The freshmen who described themselves as "undecided" are excluded from this table.

The portion of men and women in the sample (53.4% men and 46.6% women) is nearly the same as in the freshman class (52.8% men and 47.2% women). On the basis of these similarities, it is assumed that the respondents are representative of the population of Irvine freshmen.

Treatment of Data. The findings presented in this report are based on analyses of percentage tables prepared by the CIRP staff. In the first part of this report, the responses of 1,259 freshmen at UC Irvine were compared with those of a norm group of 64,951 freshmen entering thirty-six American universities. In the second part, the responses of freshmen enrolling in each of seven undergraduate schools and programs were compared with the aggregate for the campus. An exception to this procedure was made in the case of freshmen in the School of Biological Sciences, whose responses were compared with those of freshmen in all schools other than Biological Sciences.